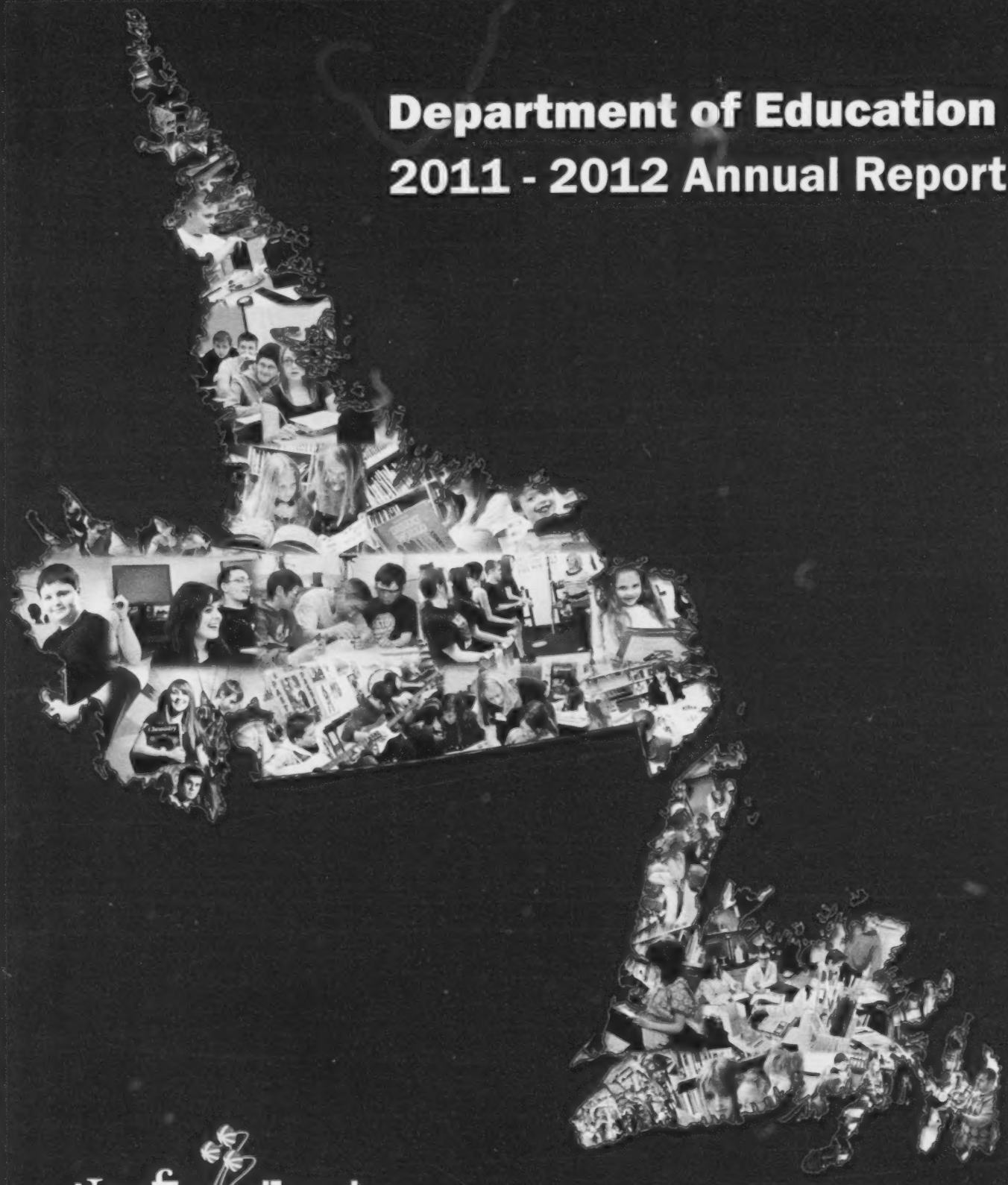
Department of Education
2011 - 2012 Annual Report



Newfoundland
Labrador

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Table of Contents

Message from the Minister i

Department Overview 1
- **Vision** 1
- **Mission** 1
- **Lines of Business** 2
- **Number of Employees** 3
- **Physical Location** 3
- **Budget** 3
- **Mandate** 4

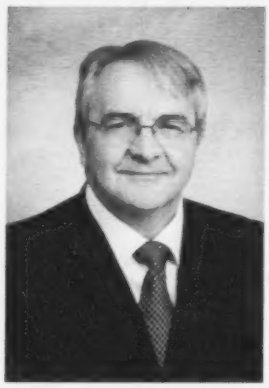
Report on Performance 7
- **Issue 1: Enhancing the Education System** 7
- **Issue 2: Improving Infrastructure** 14

Highlights and Accomplishments 18

Teacher Certification Board of Appeals 22

Appendix 1: Financial Statements

Message from the Minister



As Minister of Education, I am pleased to submit the 2011-12 Annual Report for the Department of Education. This report was produced in accordance with the *Transparency and Accountability Act*.

The mandate for the Minister of Education covered all matters relating to education in the K-12 system, as well as leading the development of initiatives in support of early learning prior to Kindergarten.

This past fiscal year, department staff completed work on all objectives. In addition to making substantial progress in developing the early childhood learning curriculum framework, activity guidelines, and promotional campaign, the department made significant investments in technology, began a review of the Safe and Caring Schools policy, and introduced major improvements to the delivery of teacher professional development. The department advanced K-12 repair, maintenance and infrastructure requirements by allocating $94.5 million to related projects, planning redevelopment of a number of facilities, and identifying longer-term capital projects. In addition, the department took important steps to advance an action plan to address issues around sexual orientation in the school system. All initiatives are consistent with the strategic directions of the Provincial Government as provided in the Strategic Plan for 2011-2014 tabled in the House of Assembly.

The following report covers the department's annual objectives for April 1, 2011 to March 31, 2012 in support of the goals outlined in the 2011-14 Strategic Plan and the mission that covers the timeframe 2011-17.

My signature below is indicative of my accountability for the results reported.

Respectfully submitted,

Clyde Jackman

CLYDE JACKMAN, MHA
Burin-Placentia West
Minister

Department Overview

The Department of Education was established under the *Executive Council Act*. It is a category one provincial government entity under the *Transparency and Accountability Act* and is responsible for achieving select outcomes with respect to provincial early childhood learning and all aspects of the K-12 education system. The programs and services offered are primarily provided through two branches:

Primary, Elementary & Secondary Branch
This branch includes the divisions of school services; program development; student support services; evaluation and research; the Centre for Distance Learning and Innovation (CDLI); and, early childhood learning.

Corporate Services Branch
This branch includes the divisions of design and construction; financial services, which also manages student transportation and teachers' payroll; policy, planning and accountability; and, information management and special projects.

Additional details can be found on the Department of Education's web site: www.gov.nl.ca/edu.

Vision

An educational foundation that fosters continuous learning and enables each child to become a productive member of society.

Mission

By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

Lines of Business

The Department of Education has six main program and service areas:

1. **Educational Policy and Direction**
   The department sets the strategy and vision for the K-12 education system and key components of early childhood learning. Decision-making is informed through conducting relevant research and analysis, and the provision of statistical indicators and background information.

2. **Curriculum and Programs**
   In the K-12 system, responsibilities include developing and monitoring the curriculum, creating or selecting learning resources, developing and implementing distance learning activities, developing programs for improved teaching and learning, developing programs and resources for Aboriginal students, developing and supporting inclusion initiatives, supporting safe school initiatives, and providing teacher professional development. The department also fosters and delivers improved early childhood learning opportunities through cooperation with other departments and agencies.

3. **Support for Students with Special Needs**
   The department provides a broad range of human and technical support services to children with exceptionalities in inclusive learning environments.

4. **Student Assessment, Research and Certification**
   Responsibilities include the evaluation, monitoring, test development and certification processes for the K-12 system, administration of the General Educational Development (GED) tests, and all major functions related to education system performance such as education statistics, planning, accountability, policy development, and research. The department collects data and manages databases for core areas such as enrolment and graduate outcomes.

5. **Support to School Districts**
   Responsibilities include school transportation, school construction and major repairs and maintenance, monitoring compliance with codes and legislation, teacher certification, teacher allocation, teacher payroll, and legislation and regulations.

6. **Support for Public Libraries**
   Responsibilities include all matters related to public libraries.

Number of Employees

On March 31, 2012, the Department of Education employed 169 individuals.

Department of Education Employees			
Branch	**Female**	**Male**	**Total**
Executive Services[1]	9	1	10
Corporate Services	34	23	57
Primary, Elementary & Secondary[2]	67	35	102
Total	**110**	**59**	**169**

[1] These numbers include communications staff and executive support.

[2] The CDLI also had 12 female and 24 male teachers who, as instructors, are excluded from the total.

- The department had 36 management positions (19 females and 17 males), which include members of the executive, directors, and managers.

Physical Location

The main offices of the Department of Education are located in the West Block of the Confederation Building in St. John's, with additional services being provided from Pleasantville, St. John's. The CDLI has its main offices at West Block Confederation Building, as well as Brother Rice Junior High School in St. John's; Memorial University, St. John's; Gander; and Stephenville.

Budget

The department's budget for fiscal year 2011-12, based on public information provided in the "Report on the Program Expenditures and Revenues of the Consolidated Revenue Fund for Fiscal Year Ended 31 March 2012", was $848,711,600. For details on expenditures, please refer to the Appendix 1: Financial Statements section of this report.

Department of Education Budget	
Branch	**Budget**
Executive Services	1,301,100
Corporate Services	5,781,800
Primary, Elementary, Secondary	841,628,700
Total	**$848,711,600**

Mandate

The Minister of Education is responsible for select outcomes with respect to early childhood learning and all aspects of K-12 education in Newfoundland and Labrador.

The mandate for the Minister of Education is primarily established under the:

- Departmental Notice under the *Executive Council Act;*
- *Schools Act, 1997*; and
- *Teacher Training Act*.

Select aspects of early childhood learning include early learning curriculum and related initiatives, such as the development of parent resource kits and early learning programs offered through public libraries.

Shared Commitments

A number of organizations have worked with the Department of Education on initiatives in areas related to our mandate. Some prepare their own annual report based on requirements under the *Transparency and Accountability Act* while others are not subject to any formal reporting requirements under provincial legislation. Through collaboration, the department ensures that the delivery of education in Newfoundland and Labrador is efficient, effective and of high quality.

School Boards

The five school boards (Eastern, Nova Central, Western, Labrador and Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador) are directly responsible for the administration and operation of the province's schools and school districts including:

- staffing;
- distributing resources, including human resources;
- evaluating, acquiring, distributing and maintaining technology resources;
- acquiring, maintaining and repairing buildings;
- transporting students; and,
- developing instructional policies and practices.

K-12 Enrollment Statistics for 2011-12 – Public Schools			
	Female	**Male**	**Total**
Students	33,163	34,770	67,993
Teachers	3,964	1,565	5,529

The department shares a commitment with school boards by maintaining the legislative and regulatory framework defining a school board's operations. The department also approves their annual budgets; administers support services to school boards, students and teachers in collaboration with school board staff; and provides engineering support for school repairs and construction.

Each school board is a category one entity under the *Transparency and Accountability Act* and prepares its own annual report.

School Councils

The *Schools Act, 1997*, requires each school principal to establish a school council that will represent the school's educational interests; advise on the quality of teaching and learning in the school; facilitate parent and community involvement; and advise the school board on matters of concern. The councils also recommend, and subsequently support and promote, a plan for improving teaching and learning as approved by the school board; approve and monitor fund-raising activities; consider and monitor performance standards; and make recommendations to school principals on various issues. The department and school councils share a commitment to enhance the educational system and learning environments.

Other Organizations

The department is involved with a variety of organizations. To ensure the department provides programs and services that meet the needs of the education system and for early childhood learning, it funds and works with the Provincial Information and Library Resources Board (PILRB). The department regularly consults with associations such as the Newfoundland and Labrador Teachers' Association, the Newfoundland and Labrador Association of Public and Private Employees, the Canadian Union of Public Employees, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Federation of School Councils, regional health authorities and other stakeholders.

Portfolio of Posters Brings Artwork into Schools: Through a joint initiative of the Department of Education and The Rooms, a portfolio of posters featuring 40 pieces of artwork from The Rooms Provincial Art Gallery's permanent collection was distributed to schools during fall 2011. This is a supplementary resource to support the K-12 Visual Art programs and courses in other subject areas, such as Social Studies and Language Arts.

The posters promoted the concept of constant change. The theme acknowledges that change is a constant occurrence in our lives, and the artwork illustrates places and situations where change and transition occur. The back of the posters include artist biographies, discussion starters, and suggested classroom activities. This poster collection is entitled *Change Constant*. It is available in English and French, with 2,000 English copies and 300 French copies printed and distributed to schools.

The portfolios were produced at a cost of $63,000 from the Provincial Government's Cultural Connections.

Report on Performance

In consideration of government's strategic directions and the mandate and financial resources of the department, the following two issues were identified as the department's key priorities in its Strategic Plan for 2011-14: enhancing the education system and improving infrastructure. This section reports on the annual objectives for 2011-12 in support of the goal associated with each issue.

Issue 1: Enhancing the Education System

The Department of Education works diligently to ensure that every child in Newfoundland and Labrador has access to inclusive educational opportunities that form a solid foundation for life-long success. The department is committed to supporting healthy child learning through the implementation of early childhood learning initiatives. These initiatives will not only enhance children's early learning but also support parental involvement and strive to offer a seamless transition from early childhood into the K-12 public education system. Furthermore, an enhanced K-12 system provides programs and services that meet the learning needs of students to prepare them for future educational and career opportunities and to enable them to fully participate in their community and society.

Goal One: By March 31, 2014, the Department of Education will have enhanced early learning opportunities for children, and enhanced opportunities for the academic success of students in the K-12 education system.

Measure 1: Enhanced early learning opportunities
Indicator: Enhanced resources and programs

Measure 2: Enhanced K-12 opportunities
Indicator: Enhanced resources and programs

2011-12 Objective:

By March 31, 2012, the Department of Education will have introduced initiatives to enhance early childhood learning and introduced select enhancements in the K-12 system.

Measure 1: Introduced early childhood learning initiatives	
Planned Result	**Actual Result**
Commenced the development of early childhood learning curriculum framework, activity guidelines, and promotional campaign.	Completed: Commenced development on all initiatives.
Measure 2: Introduced select K-12 enhancements	
Planned Result	**Actual Result**
Improved resources in the K-12 school system through technology.	Completed: The department made significant investments in key classroom technologies.
Commenced an evaluation of the Safe and Caring Schools Policy.	Completed: A draft consultant report was presented to the department.
Expanded professional learning opportunities for teachers through the implementation of a modern delivery model.	Completed: Model developed and implemented for eight courses.

Discussion of Results

Measure 1: Introduced early childhood learning initiatives

Commenced the development of early childhood learning curriculum framework, activity guidelines, and promotional campaign

Early Childhood Learning Curriculum Framework: During the fiscal year, the department conducted a best practice and jurisdictional review of existing early childhood learning curriculum frameworks and curriculum guides. An initial project scope meeting with key stakeholders was held in the Fall 2011. Development of the early childhood learning curriculum framework followed and a subsequent meeting with key stakeholders dealing with the table of contents and proposed layout/format of the curriculum guide was held in March 2012. Key stakeholders consulted during the year included: Department of Child, Youth and Family Services, Department of Health and Community Services, Memorial University, College of North Atlantic, PILRB, provincial libraries, Association of Early Childhood Educators of Newfoundland and Labrador, and Family and Child Care Connections.

Activity Guidelines: The department completed jurisdictional and literature reviews on early literacy best practices, including a review of program activity guides. The next step is to complete a cost analysis and determine appropriate direction (e.g., purchase and/or adapt existing propriety resources or develop program activity guide in-house in partnership with PILRB). The cost analysis is anticipated to be completed early in the next fiscal year.

Promotion Campaign: WaterWerks Communications Inc. of St. John's was awarded a contract to produce a multi-media public education campaign to highlight the important connection between purposeful, play-based activities and early childhood learning.

The campaign is about creating an awareness that learning begins at birth and continues throughout the pre-school years and early school years. The early development of language, social skills, creativity, imagination, and problem solving skills is crucial. The campaign will focus on increasing awareness that early learning lays the foundation for all future learning and development, and help parents and caregivers identify activities that will support all aspects of early learning. It will highlight activities that parents and caregivers can do at home to support their children's early learning and development.

In 2011-12, the department completed: a TV ad concept; radio ads; posters; and custom photo shoots for images for TV ad and poster campaigns.

As a means to evaluate the impact of the promotional campaign, the department conducted an online play survey for a three-week period (ending March 16, 2012). This data will be used as a baseline and a post-survey will be implemented in the fourth quarter of 2012-13 (after one year of promotional campaign implementation).

The campaign is being developed in partnership with the Departments of Education, Child, Youth and Family Services, Advanced Education and Skills, Health and Community Services, as

well as the Intergovernmental and Aboriginal Affairs Secretariat, and the Labrador Affairs Office, as partners on the Ministerial Council on Early Childhood Learning.

Other Early Childhood Learning Initiatives

- Parent Resource Kits: A key component of the department's early childhood learning initiatives involves development of parent resource kits. During the fiscal year, play items, parent tip sheets, board book activity guides and books were purchased and/or distributed in parent resource kits for two, four and six month olds. Distribution of the four and six month resource kits commenced in March 2012 with 25 per cent of parents targeted through 20 pilot sites located throughout the province. Public health nurses distributed the kits at child health clinics (500 four month kits and 509 six month kits).

  The two month kits were developed with distribution planned for the 20 pilot sites in 2012-13.

  Approximately 75 public health nurses and parent child health coordinators have completed orientation on implementation of the kits.

- Website Development: Information on the importance of play, links and resources, as well as information on the Early Development Instrument (EDI) were posted to the department's website. EDI will provide an entry point to monitor development across five areas, as measured by the EDI. Baseline and repeated data collection will provide valuable information on strengths and vulnerabilities. This, in turn, will provide direction on school based programming and intervention strategies, as well as on community partnership focus. The department is in the process of coordinating the uploading of other resources on the website.

- Partnership in Early Childhood Learning: Through a $750,000 initiative to provide children throughout the province with quality literature, as well as to promote storytime and early literacy programming, hundreds of four year olds in the province received two children's books. The children were participants in KinderStart, a school transition program offered to all children in the year prior to Kindergarten. They were given a coupon to visit their local library and receive their first book and a library card. On their return visit, they were presented with a second book.

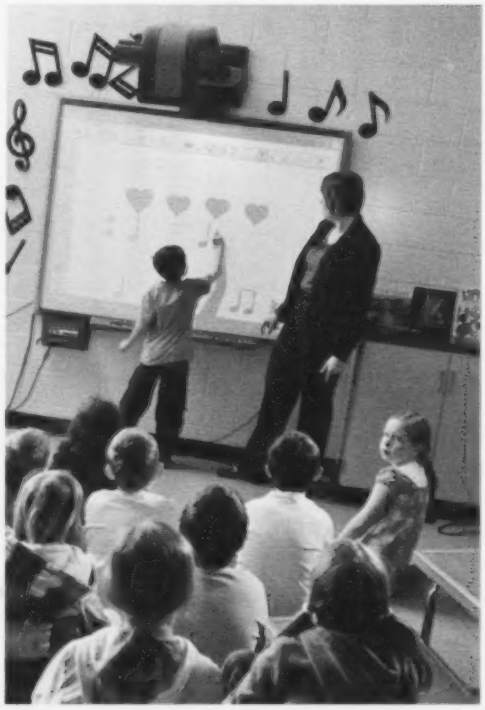
  The initiative was a result of a new partnership arrangement between the Department of Education and the PILRB, which administers Newfoundland and Labrador's public libraries.

Through its emphasis on early childhood learning initiatives, the department demonstrated significant progress in support of the government's strategic directions for 2011-14 in the following area:

- Expanded access to consistent early childhood learning to all families, with children from zero to six years of age, throughout the province through a focus on programming, services, promotion and professional development.

Measure 2: Introduced select K-12 enhancements

Improved Resources in the K-12 School System Through Technology



This past fiscal, the department invested $11 million in technological resources to support 21st Century Learning in meeting the educational needs of our children. This investment allowed for the provision of, for example, 7,202 computers and 2,115 interactive whiteboards for our classrooms and professional development to aid in using this technology.

To support learning in the 21st century, the department now looks at innovative ways to ensure curriculum is supplemented to enhance teaching and learning. The implementation of new/revised curriculum is supported by information and communication learning technologies. In particular, the department prepared curriculum materials for a number of courses that can be utilized through interactive whiteboards or computers. It also purchased interactive DVDs for Levels I and II mathematics and online English Language Arts curriculum resources.

In 2011-12, CDLI commenced offering enhanced online tutorials designed to help high school students prepare for public examinations in six Level III courses, including Academic Mathematics 3204, Advanced Mathematics 3205, Biology 3201, Chemistry 3202, English 3201, and Physics 3204. The resources are free of charge, and are available 24 hours a day, seven days a week, at www.cdli.ca.

CDLI offers a variety of supports to learners in the K-12 system. The new resources are in addition to the more than 1,700 online tutorials and course content reviews currently available through CDLI for more than 40 senior high school courses. As well, as of March 31, 2012, CDLI offered 43 online courses to students attending 110 schools, primarily located in rural and remote communities throughout Newfoundland and Labrador.

Commenced an Evaluation of the Safe and Caring Schools Policy

In 2011-12, the department commenced an evaluation of the Safe and Caring Schools policy. It created a steering committee and prepared a request for proposals. Three proposals were received and evaluated by the committee; Goss Gilroy Inc. was awarded the evaluation contract in October 2011.

The purpose of the evaluation was to:

- Determine the strengths and weaknesses of the provincial and district Safe and Caring Schools policies;
- Determine the extent to which the policy is achieving its intended outcomes as outlined in the policy's guiding principles;
- Determine the extent to which the policy is achieving its Safe and Caring Schools outcomes;
- Determine the effectiveness of policy implementation in developing and maintaining a safe and caring learning environment; and,
- Determine how well local and provincial Safe and Caring Schools policy is integrated into the local and provincial school development process.

An interim report from the consultant was provided late in the fiscal year and a meeting was held between the consultant and the department to discuss the report.

Expanded Professional Learning Opportunities through Implementation of a Modern Professional Development (PD) Delivery Model

To ensure the PD needs of the teachers in our educational system are met, the department planned and implemented a modern delivery model of PD for teachers. This delivery model supports professional learning and contains three components: legacy (the online component), which allows teachers to view online curriculum updates and tips on delivery of curriculum in key areas, in their own time; small collaboration (teachers come together physically or online) to focus on best practices and mandatory requirements; and large collaboration (teachers gather together physically) to experience new methods and interact with new resources. The method used for the PD depends on the component that best suits the needs of the teachers. The department works in collaboration with the school districts to meet the needs of the teachers. This past fiscal the department commenced the modern model of delivery of PD for teachers by offering legacy PD for eight courses, including: Mathematics 1201, Mathematics 1202, English Language Arts Grade 8, Health Grade 2, Elementary Art, Social Studies Grade 9, Social Studies Grade 3, and Entrepreneurship 3209. These eight courses were not offered to teachers through the modern PD delivery method prior to 2011-12.

The new approach is an improvement over the old approach, which involved the exclusive use of face-to-face meetings, usually in larger group settings. The former approach did not permit tailoring PD to the specific needs of teachers and was considered too labour intensive. The use of the online legacy approach conveys information on curriculum changes so teachers can then focus their learning on specific issues, through various conferencing technologies, as well as face-to-face meetings. This model is supported by research to be very beneficial for learning.

Through its emphasis on the K-12 enhancements noted for the objective, the department demonstrated significant progress in support of the government's strategic directions for 2011-14 in the following area:

- Educational foundations are enhanced for each student throughout the primary, elementary and secondary system through a focus on student supports and curriculum.

Strategic Plan Objective for 2012-13

By March 31, 2013, the Department of Education will have commenced further initiatives in support of early childhood learning and initiated further enhancements in the K-12 education system.

Measure 1: Commenced further initiatives in support of early childhood learning

Indicators:

- Continued planning for Parent Resources, Early Literacy Programming, and the Early Childhood Curriculum Framework
- Implemented a promotional campaign
- Commenced a formative evaluation for the Parent Resources Pilot for parents of children aged two, four and six months

Measure 2: Initiated further enhancements in the K-12 education system

Indicators:

- Commenced implementation of priority initiatives to enhance a safe and caring learning environment
- Developed an action plan for a physical education pilot program
- Expanded the Future in Skilled Trades and Technology Program

Issue 2: Improving Infrastructure

By improving education infrastructure, the Department of Education will create and maintain high-quality inclusive learning environments in the provincial K-12 education system. New schools, major renovations and repair and maintenance projects ensure students benefit from appropriate learning environments that facilitate effective program delivery, while upholding high safety standards.

These investments enhance student life by improving the capacity, safety, and quality of the provincial K-12 education system infrastructure.

Goal Two: By March 31, 2014, the Department of Education will have improved K-12 education infrastructure to ensure students have access to appropriate learning environments.

Measure: Improved K-12 infrastructure

Indicators: Implemented select repair and maintenance projects
Continued K-12 school construction projects

2011-12 Objective:

By March 31, 2012, the Department of Education will have improved facilities by addressing priority projects throughout the K-12 education system within approved fiscal resources.

Measure: Improved facilities	
Planned Result	**Actual Result**
Continued K-12 school construction projects	Completed: Budget 2011 allocated $94.5 million for related projects
Initiated planning for redevelopment of select K-12 school facilities	Completed
Engaged consultants to accurately assess long-term solutions for K-12 school infrastructure capacity requirements in select areas of the province	Completed

Discussion of Results

Continued K-12 School Construction Projects

Repairs and Maintenance: Budget 2011 allocated funding for major repairs and maintenance and enhancement of K-12 school facilities throughout the province's five school districts. During the year, over 300 repairs and maintenance projects were designed, commenced or completed including electrical upgrades, roof and siding replacements and other school building improvements, including those to address air quality, fire and life safety issues. Examples of these projects included:

- J.R. Smallwood Middle School, Wabush – Partial Roof Replacement
- Templeton Academy, Meadows – Roof Upgrades and Drainage Improvements
- J.M. Olds Collegiate, Twillingate – Electrical Upgrades
- St. Anne's Academy, Dunville - Roof and Window Replacement
- Centre educatif L'ENVOL, Labrador City – Electrical Upgrades

Capital Construction: Budget 2011 allocated funding to continue with K-12 capital construction projects during fiscal year 2011-12, including planning and/or construction for multiple school extension and redevelopments, and new schools. New capital projects announced as part of Budget 2011 included:

- extension and renovations to Holy Spirit High in Conception Bay South to address student capacity;
- extension and redevelopment of Roncalli Elementary in St. John's to address student capacity and aging infrastructure; and,
- extension and renovations to the former Regina High in Corner Brook to create a modern, newly-refurbished intermediate school for students in the area.

In September 2011 the department was pleased to see the new Copper Ridge Academy in Baie Verte and Bayside Academy in Port Hope Simpson completed and opened for students and staff. Copper Ridge Academy replaces three older schools in the area (Baie Verte Academy, Baie Verte Collegiate, and Deckwood Primary), while Bayside Academy replaces the older D.C Young School in Port Hope Simpson. These new K-12 schools provide modern, state-of-the-art learning environments for students in these areas.

Extension and renovation projects were completed during the year at New World Island Academy in Summerford, and Riverside Elementary (formerly Balbo Elementary) in Shoal Harbour. In addition, the extension at St. Paul's Intermediate in Gander was substantially complete at year end. The extensions at New World Island Academy and St. Paul's Intermediate provided additional instructional space to address programming requirements and student capacity, while the expansion of Riverside Elementary enabled the closure of the aging Clarenville Primary and provides an enhanced facility for both student populations.

Construction continued on the new K-12 school in St. Anthony, which is joined to the new recreation centre also under construction by the Town of St. Anthony. Contracts were also awarded to begin construction of the new K-8 school to replace Davis Elementary in Carbonear as well as the new K-6 school to replace St. Teresa's School in St. John's. The main construction tender for St. Teresa's will be issued in 2012-13. In addition, the contract for phase

I (gym extension) of the redevelopment of Exploits Valley High in Grand Falls – Windsor was awarded and construction commenced. Furthermore, planning and design continued for the new west end high school in St. John's and the site selection process continued for the replacement of Virginia Park Elementary in St. John's.

Initiated Planning for Redevelopment of Select K-12 School Facilities

A consultant was appointed during 2011-12 to initiate planning for the refurbishment of Holy Heart of Mary High in St. John's. As part of this planning the consultant was asked to develop potential scopes of work and provide cost estimates. The work was completed by the end of the fiscal year.

A consultant was also engaged to begin planning for the redevelopment of the former Regina High in Corner Brook, including project scope development and floor plan design. The work was ongoing by the end of the fiscal year.

A consultant was appointed to begin planning for the redevelopment of Roncalli Elementary in St. John's, including project scope development and floor plan design. The work was ongoing by the end of the fiscal year. The department will call a construction tender in 2012-13.

Following the tender award for Phase I (gym extension) of the redevelopment of Exploits Valley High in Grand Falls – Windsor, planning was also initiated to develop a tender package for Phase II, redevelopment of the existing building. This will include demolition of the existing gymnasium, upgrades to the skilled trades suite, classroom renovations, cafeteria and kitchen renovations and electrical and plumbing upgrades.

Engaged consultants to accurately assess long-term solutions for K-12 school infrastructure capacity requirements in select areas of the province

Budget 2011 allocated a total of $900,000 to begin planning to address student growth in Conception Bay South, Portugal Cove – St. Philips and the Torbay/Flatrock/Pouch Cove/Bauline area. To facilitate this process, external consultants were engaged to assess existing schools in these areas for future space requirements and provide recommendations to address long-term student capacity. The work was ongoing by the end of the fiscal year. The consultants' findings and recommendations will inform future decisions regarding K-12 infrastructure in these areas.

Through improved facilities in K-12 school infrastructure, the department made significant progress in support of the government's strategic directions in the following area:

- Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming through a focus on K-12 school infrastructure, air quality, fire and life safety issues, repairs and maintenance, and facility upgrades.

Strategic Plan Objective for 2012-13

By March 31, 2013, the Department of Education will have addressed additional priority projects to improve facilities within approved fiscal resources.

Measure: Addressed additional priority projects

Indicators:

- Commenced planning and continued key school construction and repair and maintenance projects
- Commenced redevelopment of select K-12 school facilities
- Improved processes for the design and planning of new K-12 schools as well as the maintenance and inspection of existing schools

J.C. Erhardt Memorial School

Highlights and Accomplishments

In addition to work toward outcomes associated with the issues for the fiscal year 2011-12, outlined in the "Report on Performance" section of this report, the department achieved key accomplishments in a number of other areas.

Safe and Caring Schools: An action plan to address Lesbian, Bisexual, Gay, Transgender, Questioning (LGBTQ) concerns was developed and implementation of the actions began in January 2012.

Some actions/initiatives include:

- Implementing one day professional development for leaders within the school districts and for department staff members on LGBTQ issues as they pertain to school environments.
- Developing a new teacher resource, My Gay-Straight Alliance, to provide support to students with differing sexual orientations. By March 31, 2012, professional development was provided for school district administrators and guidance counsellors (in Grades 7-12 schools) in Labrador and Western school districts to ensure they are prepared to make the best use of the resource. Professional development in all school districts and distribution of these kits will continue in 2012/13.

To address growing concerns regarding drug use, the Deputy Minister and Assistant Deputy Minister (Primary, Elementary and Secondary) of the Department of Education held focus groups with various school board administrators regarding best practices in drug prevention. The department commenced developing support information on drug use and prevention for school districts based on these focus groups.

A summary of the discussions at the focus groups was developed, which gives a clear picture in the districts of the issues and needs related to drug prevention. Best practices were identified and will be part of the development of an action plan with school districts. Challenges were identified for enforcement agencies. The department will continue meetings with the RCMP/RNC to strengthen program support.

Through its emphasis on Safe and Caring Schools initiatives, the department demonstrated progress in support of the government's strategic directions for 2011-14 in the following area:

- Educational foundations are enhanced for each student throughout the primary, elementary and secondary system through a focus on character education programming.

Promoting our Culture:

Teachers Receive Awards at Arts Work Conference: The 2011 Arts Work Education Awards were presented November 7, 2011, during the annual Arts Work Conference for teachers. The award recipients were Lori Lane-Balsom of Hazelwood Elementary in St. John's, Zak Chaulk of J.M. Olds Collegiate in Twillingate, and Jacqueline Hyde of Booth Memorial High School in St. John's. The teachers were presented with artwork created by Krista van Nostrand.

The conference offered practical workshops that explored methods and approaches to develop teachers' skills in the arts and highlighted effective means to use the arts in a broad range of curricular areas. Teachers participated in workshops and heard from artists who actively work in genres as diverse as cartooning and songwriting to rug hooking and tufting.

Young Talent Showcased at Provincial Theatre Arts Festival: From May 5 to 8, 2011, the theatrical talent of our junior high and high school students was showcased during the annual Provincial Theatre Arts Festival, held at Pearce Junior High School in Salt Pond, Burin. Ten schools and more than 140 students from throughout Newfoundland and Labrador took part in the festival. Performances were held at Pearce Junior High, while theatre-related workshops were held at the Burin campus of College of the North Atlantic. During the festival, the Burin Region Student Art Exhibit was also displayed at the school.

The Provincial Government supported of the Provincial Theatre Arts Festival, providing $80,000 through Cultural Connections.

Scholarships: In 2011-12, scholarships valued at over $200,000 were awarded to more than 200 high school graduates across Newfoundland and Labrador.

The scholarships, which range in value from $1,000 to $2,500, are used to help students pursue post-secondary education. Eligibility for scholarships is based on public examination results.

- The Junior Jubilee Scholarship, valued at $2,500, is awarded to the student who attains the highest overall marks in the province.
- The $1,000 Constable W.C. Moss Scholarship is awarded to the son or daughter of a member of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police (active, retired or deceased) who, other than the Junior Jubilee winner, achieves the highest marks.
- The Provincial Government also awarded $1,000 Electoral District Scholarships to the three high school graduates in each district with the highest marks.

- Centenary of Responsible Government Scholarships, valued at $1,000, are awarded to the 55 students – other than the Junior Jubilee, W.C. Moss and Electoral District Scholarships – with the highest marks in the province.

Skilled Trades and Technology: In April 2011, more than 200 secondary and post-secondary students from across the province competed at the 14th Annual Provincial Skills Canada Skilled Trades and Technology Competition.

Sponsored by Skills Canada-Newfoundland Labrador, this event showcases the talent of our students, and allows young people to explore the world of skilled trades and technology. Students compete in categories as diverse as carpentry, brick masonry, robotics, graphic design, and TV video production.

The department has invested in skilled trades training to ensure our education system can respond to growing needs in industry. At the high school level six new courses are now offered in 97 schools through the Futures in Skilled Trades and Technology program.

Curriculum Development: The Department of Education is responsible for a process of continual curriculum development to ensure that students in the K-12 system acquire cognitive and social skills, as well as knowledge in various academic areas necessary to make optimal economic and social contributions.

The department conducts a continual review/evaluation of curriculum in all English and French courses. During the year, the department began a review of 10 courses and completed a review of an additional 10 courses. As required, the department revised the applicable curriculum guide, requested revisions to textbooks and ordered new resource materials. Professional development sessions were provided, as necessary, to ensure teachers and administrators were familiar with all changes.

Library Upgrades: The Department of Education provides funding to the PILRB, some of which is used for library upgrades. In 2011-12, approximately $150,000 in renovations and upgrades was completed at the Deer Lake Public Library. Improvements made to the library included new roofing, windows, siding and doors, improvements to washrooms and office space, interior painting, electrical upgrades, a new circulation desk, and new shelving and computer stations. Approximately $200,000 in upgrades began at the Harbour Grace War Memorial Library, including: new shingles, windows and doors; exterior brick reappointment, electrical and plumbing upgrades; ceiling and lighting upgrades; installation of an air exchanger, insulation, and vapour barrier; structural repairs; furnace upgrades, as well as installation of new desks, shelves and furniture.

Additional upgrades to provincial libraries included:

- Completion of construction of the new Corner Brook Library;
- Major renovations to the headquarters space in Stephenville;
- Installing a new lift in the Grand Bank Library, completing the renovation project from 2009;
- Starting a renovation project at the AC Hunter Library in St. John's; and,
- Completing revitalization projects in Pouch Cove, Brigus, Twillingate, St. Alban's, King's Point, Cow Head, Labrador City, Happy Valley-Goose Bay and Wabush.

Over the past six years, the Provincial Government has provided $2.7 million in additional annual funding for the PILRB, and more than $1.3 million in one-time funding for specific projects. This investment has funded infrastructure improvements, repairs and maintenance, development of an early literacy program, increased operating hours at 47 libraries, and training for volunteer library board trustees and staff.

Public Examinations: The achievement of learning outcomes by students is evaluated as a condition of graduation from high school through public examinations. Public examinations are based on the provincial curriculum and provide a common standard to assess proficiency in a specific subject area. Public examinations are administered yearly in June, August or November for 15 Level III academic courses. Exams are scored by an independent scoring panel made up of teachers. The final mark in each of these courses is based on 50 per cent of the school mark, and 50 per cent of the exam mark.

The Department of Education is responsible for exam development, exam administration (in conjunction with school officials), and reporting summary results to all stakeholders. During the fiscal year the department administered 21,022 exams in 15 subjects.

Community Access Program (CAP): CAP continued to provide public Internet access at 146 locations throughout the province with approximately $750,000 in direct funding (cost-shared between federal and provincial governments) to maintain and upgrade the services provided at each site. Additionally, through the CAP Youth Initiative, 77 youth were provided with employment at CAP sites, primarily in rural and remote locations. In 2011-12, there were 283,774 computer sessions and 110,074 wireless sessions logged at CAP sites and 2,343 computer training sessions were provided to 7,224 participants.

Teacher Certification Board of Appeals

The Teacher Certification Board of Appeals is a category 3 government entity. During 2011-12, the board was inactive, and therefore neither met nor had any activities to report. Accordingly, it is not required to submit its own annual report. If convened during 2012-13, board members will be appointed to carry out the board's mandate and report on its annual activities in accordance with the *Transparency and Accountability Act*.

In accordance with sections 14 and 15 of the *Teacher Training Act*, the Minister of Education may convene a board of appeals to hear two types of appeals where a teacher remains aggrieved by the decision of the Registrar of Teacher Certification and Records following a re-examination of an application; and, where a teacher or the teacher certification committee remains aggrieved by a decision of the Teacher Certification Review Panel.

A person who is a member of the Teachers' Certification Committee or the Teacher Certification Review Panel is not eligible for appointment to a board of appeals. Members of a board of appeals are appointed on an ad-hoc basis. The decision of a majority of the members of a board of appeals is the decision of the board. The finding or decision of the board is final and binding to the parties to the appeal.

The Teacher Certification Board of Appeals members serve without remuneration. Incidental expenses incurred by the board are minimal and are covered in their entirety by the Department of Education. The board is not required to prepare financial statements.

Appendix 1: Financial Statements

STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED 31 MARCH 2012[1, 2]

Area	Estimates		
	Actual ($)	Amended ($)	Original ($)
Executive Services (13.1.1.01 &13.1.2.01)			
Executive Services (13.1.1.01 &13.1.2.01)	1,346,151	1,415,400	1,301,100
Total	**1,346,151**	**1,415,400**	**1,301,100**
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01-13.2.1.04)	4,895,715	5,066,100	5,000,900
Information Management and Community Access Program (13.2.2.01)	765,352	796,000	780,900
Total	**5,661,067**	**5,862,100**	**5,781,800**
Primary, Elementary, and Secondary Education (13.3.1.01 – 13.3.5.01)			
Financial Assistance (13.3.1.01-13.3.1.07)	750,766,265	791,204,100	791,394,000
Program Development (13.3.2.01-13.3.2.02)	3,333,332	3,456,000	3,427,300
Student Support Services (13.3.3.01-13.3.3.03)	2,758,968	2,899,200	2,882,700
Educational Programs (13.3.4.01-13.3.4.05)	32,554,553	32,737,600	32,758,800
Public Libraries & Information Services (13.3.5.01)	11,265,900	11,265,900	11,165,900
Total	**800,679,018**	**841,562,800**	**841,628,700**
Total Department	**807,686,236**	**848,840,300**	**848,711,600**

1. Expenditure and revenue figures included in this document are based on public information provided in the Report on the Program Expenditures and Revenues of the Consolidated Revenue Fund for Fiscal Year Ended 31 March 2012

2. Audited financial statements are a requirement at the government level and are made public through the Public Accounts process. The Department of Education is not required to provide an audited financial statement.

DEPARTMENT of EDUCATION

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2011 - 2012 ANNUAL REPORT

Newfoundland
Labrador